

Code of Behaviour 2020/2021
De La Salle College, Waterford (with COVID -19 protocols)

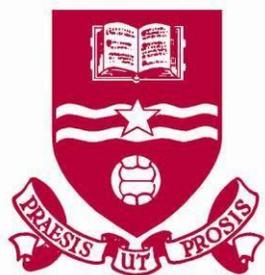


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To be read and accepted by Parents/Guardians and Pupils. Acceptance of pupils into the College is dependent on their adherence to and acceptance of the College Rules.

The Form of Acceptance is part of the Application Form to the College

Code of Behaviour

[Revised and updated in accordance with Education Act 1998, Education Welfare Act 2000, Circular M33/91 Department of Education] and 'Developing a Code of Behaviour': Guidelines for schools NEWB, May 2008.

Mission Statement: "De La Salle College is an all-boys Catholic School. It is a learning Community where all students are valued and educated in preparation for a meaningful life"

The purpose of the college is to give a human and Christian education to the young. Inspired by the vision of St. John Baptist De La Salle, the Lasallian school prepares young people to take a mature and productive place in society and the church as free and responsible citizens.

The Code of Behaviour of De La Salle College is based on the following considerations:

- To create a caring, friendly, supportive and safe environment.
- To foster respect for and courtesy for all.
- To put in place a Code of Behaviour that is just, effective, positive and Christian and in accordance with natural justice.
- To ensure good order and to create an atmosphere conducive to learning and harmony.
- To establish the standards of Behaviour to be observed by each student attending the school.
- To establish the measures to be taken when a student fails or refuses to observe those standards.

The Management and Staff of De La Salle College work with students to encourage inspire and motivate them. At all times we seek to work with the support and co-operation of our students parents/guardians. Teachers in their meetings in classrooms, on the corridors etc. actively encourage students. Class tests, term reports, notes home, phone calls or letters are regular means of contact and sharing information. It is expected all parents/guardians will attend the Parent/Teacher meeting with their son. Regular contact with Year Heads, Guidance Counsellors, Deputy Principals, Principal is also used to report, plan and help students. The School Chaplain and SENCO are also available to students, parents/guardians.

De La Salle College Code of Behaviour is underpinned by:

- The Irish Constitution and current legislation, including the Education Welfare Act, 2000 and “Developing a Code of Behaviour” – Guidelines for Schools NEWB, 2008.
- Our Mission Statement and School Ethos
- The le Cheile Charter
- De La Salle College Student Charter
- Fair procedures and the principals of natural justice.

‘Each school has its unique identity, ethos, values and culture. The Board has particular responsibility for the ethos of the school, as well as having overall responsibility for school policies’ Page 15, NEWB Guidelines, 2008

The Code of Behaviour helps all members of the school community to recognise and promote the school ethos, relationships, policies, procedures and practices that encourage positive learning relationships and a spirit of care and regard for all and prevent unacceptable behaviour. The Code of Behaviour helps students, teachers, staff members and parents/guardians to work together for a happy, effective and safe school community. This Code of Behaviour aims to foster the founding values that inform the unique character of De La Salle College.

Understanding Behaviour

Teachers, parents and students may have different understandings about behaviour. An understanding of the factors that influence behaviour is fundamental to developing and implementing the schools Code of Behaviour.

“Learning, relationships and behaviour are inextricably linked” (page 27, NEWB Guidelines). Behaviour is affected by factors within the person and influences external to the person.

In addition, the social nature of schools is an important factor and awareness of the “influence of groups and the relationships within and between the many groups and subgroups in the school environment is an important part of the understanding of behaviour. School life is fundamentally social and individual students and teachers are part of the many groups and subgroups in the course of a single day. The dynamics that operate within and between these groups are very powerful and are themselves significant influences on individual and group behaviour” (page 28, NEWB Guidelines).

Within De La Salle College, the Year Head system gives each year group a significant and sustained team of support personnel throughout their time in the school. The Year Heads for Junior Cycle are additionally supported by the Behaviour for Learning Co-Ordinators. The significance of these supporting relationships is nurtured through regular communication, assemblies, Teacher commendations/interventions, leadership opportunities, year group initiative and projects, award ceremonies, pastoral support, co- curricular and extra-curricular events, etc.

In addition, home values/norms and parental attitudes strongly influence a student's behaviour and learning in school. The importance of demonstrating positive parental attitudes and support for De La Salle College Code of Behaviour is communicated to all parents at information evenings, in school correspondence, at Parent/Teacher meetings, at the Parents Association meetings.

The Characteristics of Positive Behaviour.

The following characteristics encourage positive behaviour in having the right attitude for School.

- Respect for yourself and others
- Taking on Responsibility and Ownership
- Personal Motivation
- Active Engagement
- Self-Awareness
- Positive Relationships
- Management of Self and Behaviour
- Resilience

Related Policies in the College.

The Code of Behaviour is an integral policy in De La Salle College. It is one of the most important policies with regards to how the school community maintains an optimal learning environment, a positive atmosphere and respectful relationships. It is also the system through which the innate ethos of the school is expressed in a series of expectations for behaviour and relationships. Therefore it is a pivotal policy determining the culture and climate of the community of De La Salle College. As such it influences and informs all other school policies such as:

- Child Protection Policy
 - Health and Safety Statement
 - Anti –Bullying Policy
 - Admissions Policy
 - Dignity in the Work Place Policy
 - Child Safeguarding Statement
 - Mobile Phone Policy
 - CCTV Policy
 - Whole School Inclusion Policy 2019
 - Information Communication Technology (ICT) Policy
 - Acceptable Use Policy (AUP) Policy
 - Covid-19 protocols(See Appendix 4 P.41)
- (This list is not exhaustive.)

Promoting Positive Behaviour

Promoting positive behaviour is one of the main goals of the College's Code of Behaviour. This requires consistency across the whole school. The positive nature of community relationships, the commitment to excellence on the part of school management and the high quality classroom teaching enables most students to behave in ways that support their own learning, personal development and the development of positive relationships. This Code of Behaviour aims to support and nurture the academic, personal and social growth of all students. It aims to assist students to make better choices and take responsibility for their conduct and their learning by:

- Affirming good behaviour.
- Setting and communicating high, clear, consistent and widely-understood standards/expectations, e.g. uniform, punctuality, demonstrating basic manners...etc.
- Nurturing positive relationships and interactions
- Recognising and discussing positive feedback about behaviour with teachers/tutors/Year Head.
- Recording merits on Vsware, acknowledgment in class and at parent-teacher meetings, commendations to year heads, acknowledgement at year group assemblies, subject and attendance awards, school reports and feedback, academic awards (at Junior Cycle and Leaving Cycle), student leadership opportunities, etc.
- Providing pastoral care and guidance and support.
- Providing an extensive range of co-curricular and extra-curricular activities co-ordinated by teacher volunteers. It also promotes inclusion.
- Modelling the behaviour that is expected from the students.
- Having positive everyday interactions between teachers and students
- Having good school and class routines – starter activities/homework review/formative feedback.
- Having clear boundaries and rules/expectations for student.
- Helping students themselves to recognise and identify good learning behaviour and positive learning practices – using the journal to record homework etc.
- Engaging students in good teaching and learning strategies which builds their learning capacity.
- Collaborating with students and parents.
- Providing Wellbeing programme (policy development stage) and specific programmes tailored to student levels and needs.
- Maintaining a pleasant and well organised school and classroom environments e.g. lots of visual displays, exhibits of student work, keeping high standards of cleanliness and tidiness...etc.
- Providing student leadership opportunities and pathways such as mentors.
- Having a student focused curriculum and good school organisation.
- Implementing a Positive Behaviour Strategy Committee.

De La Salle Awards Evening

The De La Salle College Awards Evening takes place on an annual basis in early May.

This is a long standing tradition in the College which acknowledges the tremendous achievements of our students across the entire spectrum in education in the school. The awards recognise that this pursuit of excellence is not confined to academic achievement but encompasses the whole range of activities that makes for a much more rounded and balanced education. The evening is a celebration of the achievements of the students over the past school year.

The Process:

There is an online method to allow teachers to propose their nominations.

Teachers are emailed a Google Form which they complete.

They nominate two students from each of their classes for a Merit award. If and when there are equal nominations for more than two students nominated, the details are given to the Year Head and they decide on what two students should receive the award.

The following are a list of awards.

Green Schools Award

Chaplain's Award

Lasallian Award

Community Spirit Award

Social Innovation

College Choir Award (Junior & Senior)

School Musical

Karl Kirby for Excellence in music

Jim Mulhern Music Bursary Award (Junior & Senior)

Best Materials Technology Wood Project

Best Leaving Cert Construction Project

Junk Kouture Award

Lesley Leahy Award (German)

Frank O' Callaghan Award (Commitment & Dedication to Hurling)

Year Head Award (Senior)

Principals Award (senior)

Various Sports awards for all sporting activities that take place in the college, this is for both Junior & Senior.

Parents of the Students who are nominated for an award receive a written invitation to the evening which takes place in the College Chapel or Study Hall. A Past pupil is invited to the event to speak to the students and the presentation of the awards is conducted with the assistance of the Deputy Principals and the Year Heads and Teachers who wish to present an award on the evening.

Responsibilities of College Community Members to the Code of Behaviour

Parents:

In De La Salle College, Parents/Guardians are valued partners in education and there is a very supportive Parents' Association. When Parents/Guardians take the decision to enrol their son they do so with the awareness that it is a condition of enrolment that they understand and accept the terms of the school's Code of Behaviour (and other policy documents) and all revisions/amendments approved by the Board of Management. Clarification of any element of the Code of Behaviour can be sought from School Management.

- Parents/Guardians are required to review the key policies with their son before signing agreement with those policies.
- Parent/Guardian contact details should be entered on the front of student journal ensuring that contact can be made swiftly should the need arise.

Parents/Guardians play an invaluable role in working with the school to ensure that their child/children comply with the Code of Behaviour and all related policies relevant to their involvement in the community of De La Salle College. Parents/Guardians have the responsibility to actively support the school staff in the fair implementation of the Code of Behaviour and the other agreed policies in the school.

Parents/Guardians in accordance with the Education Welfare Act 2000 section (2)(e) and section 18 must send a written explanation for absence to the school on the school's prescribed form for this purpose.(See page 11 for further details)

Students:

On enrolment each student is required to acknowledge an understanding and acceptance of the Code of Behaviour. Prior to signing acceptance of the Code of Behaviour each student will be asked to confirm that he understands the Code and, if required, will be given assistance to understand. This Code of Behaviour is one of the support systems in place in De La Salle College, to enable students to get the most from their time at school and to promote responsible behaviour and good citizenship.

Students are expected to be kind, courteous and respectful to and supportive of each other. This manner of positive behaviour also applies to relationships with all staff members, outside facilitators/visitors to the school and all members of the school community. Students have the responsibility to make a positive contribution to the life of the school in terms of work, behaviour and relationships.

Students are encouraged to develop the skills and capacities to be responsible, reflective learners throughout the course of their time in De La Salle College.

Behaviour that is dangerous or disruptive will not be accepted and will be dealt with by way of disciplinary sanction. Breaches of the Code of Behaviour will be managed in terms of the ladder of referral and relevant sanctions will apply. The Student Council plays an integral role for the students in De La Salle College and is the voice for all students in the College.

Teachers:

Teachers are responsible in the first instance for supporting positive behaviour in the classroom. In relation to their responsibility for supporting positive behaviour in the classroom, teachers should endeavour to:

- Have a positive regard for all students.
- Communicate the expectations for positive behaviour to the students
- Model high standards in terms of work and engagement and encourage same in all students.
- Employ best practice methods of teaching and learning.
- Seek to create an attractive classroom environment and a positive learning environment.

All teachers have the right to teach and carry out their professional duties unhindered and in an atmosphere that is conducive to learning and teaching.

The SENCO

The Special Educational Needs Co-Ordinator (SENCO) plays an important role in supporting students with special educational needs around the Code of Behaviour;

- To ensure that standards of behaviour and school rules are communicated in a way that students with special educational needs can understand
- To liaise with resource teachers to provide positive support, including active teaching of skills for students who may be more vulnerable to behavioural difficulties
- To liaise with the Principal and Parents/Guardians in relation to a student experiencing serious difficulties with regard to the school's Code of Behaviour referred for a clinical psychological assessment (NEPS), where this is considered to be in the best interest of the student.
- To assist the parents/guardians to access therapeutic intervention where the psychological report indicates that this is required for the student.
- To liaise with the Child and Adolescent Mental Health Services (CAMHS), and/or other agencies/bodies that are providing support to a student presenting with challenging behaviour.
- To complete relevant documentation and apply to the Special Educational Needs Organiser (SENO) for additional resources to be allocated to a student presenting with challenging behaviour, who meets the criteria, following a clinical psychological assessment.
- To liaise with the Principal, Deputy Principals, Year Heads and Behaviour for Learning Co-Ordinators, in drafting an individual behaviour plan, in

consultation with the various professionals and/or agencies, for a student presenting with challenging behaviour.

The Guidance and Counselling Department

The Guidance and Counselling Department is part of the pastoral care structure in the college. The Guidance and Counselling Department works alongside/with the Principal, Deputy Principals, Chaplain, Special Educational Needs team including SNAs, SPHE team, Religion Department, Auxiliary staff and External Agencies to provide a support service for the students in the College.

The Chaplain:

The Chaplain supports the students in a number of ways in the College such as doing home visits, attending weekly Year Head meetings to give feedback or support Year Heads in their pastoral role. The Chaplain liaises with Senior Management, Guidance Counsellors and SENCO.

Behaviour For Learning Co-Ordinator

The College has 3 Behaviour For Learning Co-Ordinators. Each Behaviour For Learning Co-Ordinator is assigned to a specific Junior Cycle Year group. The Behaviour For Learning Co-Ordinator will support the Year Head.

Roles, Responsibilities and Objectives

- Identify and track students in designated year group whose behaviours are preventing them from engaging in learning and reaching their full potential. These behaviours may include non-compliance with school uniform code as well as poor punctuality.
- Organise access for students to data driven interventions e.g. 'Retracking', 'Friends for Life' or other suitable programmes, and/or referral to School Guidance Counsellor, Home School Liaison Officer, Student Support Team SENCO and NEPS for additional support.

Year Head:

The Year Head plays a fundamental role in the pastoral care of the students in their care. There are 6AP1 posts assigned to this role in the College with 24 hours of allocation given to it. The three Deputy Principals are in a supportive role to specific Year groups to help the Year Heads. The responsibilities of Year Heads are;

- Monitor lates and absenteeism together with the relevant Behaviour for Learning Co-Ordinator and Deputy Principal
- Oversee the academic progress of students
- Ensure the Year group follow the Code of Behaviour
- Affirm students
- Encourage students to participate in extra-curricular activities
- Facilitate Parental contact
- Support students at risk, address the needs of vulnerable students

- Meet weekly with Principal and Deputy Principal(s) of the school to discuss and review issues concerning the Year group
- Conduct assemblies on a regular basis with whole Year group
- Consult with staff in relation to the Year group
- Attend meetings relevant to their Year group

Deputy Principals:

There are three Deputy Principals in the College. Each Deputy liaises with 2 specific Year groups and Year Heads for the continuity of support. It is important as the Deputies get to know the students in their Year groups thereby getting an understanding of the needs and supports for those cohort of students. The Deputies have regular meetings with the Principal to give feedback around their specific Year groups.

Principal:

- The overall responsibility for discipline within the school rests with the Principal, subject to the authority of the Board of Management.
- The Principal will provide guidance, leadership and support to staff, students and parents in the application of the Code of Behaviour and in disciplinary matters in general.
- The Principal will ensure that the Code of Behaviour is administered in a fair and consistent manner.
- The Principal will encourage a sense of collective responsibility among staff and a sense of commitment to the school among staff, students and parents.
- The Principal may at his/her discretion delegate responsibility for day to day discipline in the College.
- In partnership with the Principal, the Deputy Principals and Year Heads will play key roles in the maintenance of good discipline and positive and supporting relationships throughout the school.

Board of Management:

The Board of Management will ensure that:

- The statutory obligations of the school are adhered to
- A review of the Code is carried out regularly
- School Management and teachers are fully supported and resourced in implementing the Code of Behaviour. Any breaches of state law, within the school grounds, or while in school uniform or while on any out of school activity organised by the school will be regarded as a breach of school rules and sanctions will apply in line with the seriousness of the breach.

School Expectations/Sanctions

(NOTE: This section is divided into a number of areas Section 1-13)

Section 1 – Punctuality and notification of a student's absence

- All students are expected to attend school each school day. Parents can monitor their sons attendance through VSware.
- Students/Teachers are expected to be on time for every class, particularly 9am, 11:50am and 1:50pm.
- Permission to leave school at any time during the school day must be sought from Year Head who must sign the student's journal. In the absence of the Year Head, permission must be sought from the Principal, or a Deputy Principal, or in an emergency the School Secretary. Students must then 'Sign Out' in the College Office. A student must have a note in his journal signed by his parent/guardian if it is known that he will need to leave during the school day.
- NOTE: Under no circumstances is the student permitted to contact home and arrange to be collected without going through the proper channels.
- Unauthorised absence from school or class will incur automatic detention.
- Where a child is absent from school during part of a school day, or for a school day or more than a school day, the parent/guardian shall notify the school in writing of the reasons for the child's absence (Education Welfare Act). A doctor's certificate may be required for significant absences due to illness.
- If a student remains at home e.g. at lunchtime, the parent/guardian must inform the school authorities by telephone. Failure to inform the school will be taken as an unauthorised absence for which the sanction is detention. This absence must be confirmed in writing next day.
- Where the aggregate number of school days on which a student is absent from a recognised school during a school year is more than twenty (20), the Principal shall inform the Educational Welfare Officer in writing. (Education Welfare Act 2000).

Procedure When A Student Is Unwell In School

The school, following Department of Education and Skills guidelines, does **not under any circumstances** give medication to the students.

A student who feels ill must first report to his Year Head who will assess whether the student needs to go home or not. With the Year Head's signed permission to go home, the student must then report to reception where the Secretary will contact a parent/guardian. The student must sign out at reception and get his journal stamped. The student is marked as (SO) on Vsware to indicate he has signed out.

Parents/guardians are required to collect their son from reception, or to arrange for another responsible adult to do so. All arrangements with parents must be made through reception.

Reception is open from Monday to Friday 8.30 a.m. to 1.30 p.m. and 2.00 p.m. to 4.30p.m.

In the case of an emergency, the school will call a doctor or bring the student to hospital, if the parents cannot be contacted.

Sanctions

- Persistent lateness will result in sanctions. 3 lates will incur one demerit.
- Any student who leaves school without consent will automatically receive 4 demerits which is a detention.
- Any student who rings from his own mobile phone to contact Parents will have mobile phone confiscated.

Section 2 - School Uniforms

- Students must wear full school uniform in school and on school grounds on school days.
- Within classrooms students should not wear outer covering clothing to hide school uniform.
- No head covering to be worn within school building at any time.

School Uniform Requirements

Students must wear full uniform at school at all times.

The uniform consists of:

De La Salle Sweater with College crest

Grey Shirt

Tie with College Motif

Grey Trousers

Dark Socks

Black leather shoes (**no boots or runners**)

No jewellery or piercings of any kind may be worn during school hours.

(except watches).

No smart watches permitted.

Please Carefully Note The Following:

- Please make provision for wet/inclement weather, to avoid situations where pupils have to be sent home.
- The wearing of tops over the school uniform is not allowed in the school building.
- No jackets/hoodies to be worn in class. Full uniform to be visible at all times.
- From time to time, students hair may distinguish them from the majority of their fellow students. The College Authorities may suspend a student where appropriate, until the hair conforms with the norm and standards of the school. Bright, vibrant, unnatural hair colours and/or bizarre and unconventional hairstyles, are not acceptable.

The wearing of full uniform is mandatory under the College Code of Behaviour and any failure to co-operate with the College authorities in relation to the wearing of full school uniform as required will lead to sanctions.

Sanctions

- A student not in full uniform must have a written explanation from Parents/Guardians.
- After two warnings re incomplete uniform, one demerit will be issued on the 3rd occasion by Year head. Teachers keep track of warnings in Teacher Roll book or by other means which suits them.
- A further demerit will be issued for each further infringement.
- Continuous non wearing of full uniform may result in a student being sent home in the care of their parents to change. Student can then return to school later in the day once he is in full uniform.

Section 3 - Respect for others.

- All members of the school community will be expected to show respect to others at all times and in all places eg Dining hall, Study hall etc.. Any action which offends against courtesy, good taste, common sense or honesty or which brings discredit on the name of the College will be deemed to be a breach of school rules.
- Offensive, aggressive and/or threatening behaviour towards teachers, their families and other College employees, either in or outside school is a very serious breach of discipline and will warrant an immediate five day suspension.
- Students must enter/leave classrooms in an orderly manner. If waiting for a teacher, students must stand outside classrooms in an orderly manner. No pushing, shoving or disorderly behaviour will be tolerated.
Students to walk on the right hand side of corridors and stairwells between classes to encourage good order and courtesy.
- Any form of harassment including sexual harassment, will be deemed a very serious breach of the Code of Behaviour.
- Fighting will be deemed to be a very serious breach of the Code of Behaviour. A student who strikes another student will be suspended and such suspension placed on his school record.
- Bullying, either physical or psychological will be deemed a very serious breach of the Code of Behaviour. Each reported incident will be investigated, parents/guardians will be informed. Please refer to our Anti-Bullying Policy on the College website.
- Any student, whose persistent misbehaviour disrupts class and adversely affects the work of the teacher and other students, may be removed from class at the discretion of the Principal.

Sanctions

- Pre-arranged fights either within or outside the school will merit suspension and/or expulsion for those involved.
- Any threatening behaviour towards teacher including sexual harassment will also merit suspension and/ or expulsion.
- Possession of a weapon e.g., a knife, is regarded as a very serious breach of the Code of Behaviour and may lead up to and including an expulsion. Gardai may be contacted.
- Any harassment by students of teachers outside the school shall be considered serious misconduct and in appropriate circumstances a

suspension of up to 5 days shall be imposed. Serious harassment by students of teachers outside the school may merit the imposition of a greater penalty.

Section 4 – Between Home and school

- Behaviour outside the school is equally important. Any misconduct on school property/grounds, school buses, around the town, on the way to or from school, (eg fighting, inappropriate use of mobile phone), will be dealt with as appropriate by the School Authorities.
- The Code of Behaviour applies to all school activities such as day trips, school tours and matches etc.
- All students are encouraged to respect the property and amenities of Waterford City Council, e.g. Peoples' Park and all other organisations/companies in the area. Any act of vandalism will be investigated and referred to the appropriate authority.

Sanctions

- Any student who is shown to bring the school into disrepute during lunch/free time may be instructed to stay on school premises or will be returned to the care of his parents each school day from 1.10 until 1.50 pm.
- Suspension may also occur if deemed appropriate.

Section 5 – The Student Journal

- Each student must have a school journal. The journal provides an opportunity for both staff and parents to communicate with each other. It is also a record of the student's performance.
- Parents/Guardians must sign the required sections in the front of the journal on page 31 and they are advised to sign the journal at least once per week. This keeps parents informed of academic progress.
- Teachers use the journal to communicate such information as test results and in class behaviour to parents.
- Parents/ Guardians use the journal to explain students' absences and to pass on relevant information about their sons.
- Students must have their journals with them **at all times** and failure to do so may result in a sanction. No journal in class may result in a referral to Year Head and follow up. Students should note that the journal is not a private diary and should not contain personal or sensitive information. The Journal is for: recording homework as it is given; for teacher's comments on student's work/behaviour; for notes from Parents/Guardians regarding absences; for notes from Teachers and Year Heads. Journals should not be defaced in any way.

Sanction

- It is a serious breach of discipline for a student **not to hand up** their journal immediately when requested to do so by a teacher or a member of the Senior Management Team. Journals should be handed up without any dispute or students asking for reasons as to why. Demerits may be given to a student for not handing up journal when asked. Appropriate measures will

be taken by School Authorities up to and including suspension for students who continuously refuse to hand up journal.

Section 6 – Books and Equipment

Students must be prepared for school every day. This includes the following:

- Student Journal, copy books and text books for their timetabled subjects.
- Pencil cases with pens, pencils, calculator, e.t.c.
- All specialist equipment including PE gear and materials as required by class teachers. Not having the correct equipment for class on a continuous basis may result in the student leaving the class and parents contacted to put the student in their care.

Sanctions

- Failure to bring PE gear/school books/ equipment etc will result in one demerit after 3 offences.
- No homework X 3 will result in 1 demerit.

Section 7 - Toilets

Students may use toilets before morning classes. Toilets may also be used at small break from 11:40am-11:50am and at lunch from 1:10pm-1:50pm. Use of toilets other than during breaks is permitted only in exceptional circumstances. Medical issues must be explained with a note in the student journal and a medical certificate which can be put in student's file. In exceptional circumstances, teachers can fill out a disposable slip (similar to permission to go home slip) in journal to indicate that student has gone to the toilet. This is recorded in the Journal too.

Sanction

Any student in the toilets without permission will receive a detention.

Section 8 – Lockers

Students can use their lockers only at appointed times. They can use their lockers before the start of class, during small and big break and at the end of the school day. Students may not go to their lockers between classes as this can make them late for class. Lockers remain the property of the College and may be subject to inspection in certain circumstances. If a student refuses to open a locker, parents will be informed and asked to come in and the locker will be opened in the presence of the parents. Only books and equipment should be kept in lockers.

Lockers are rented to students on an annual basis and it is expected that they are returned in the same condition as they are given.

Sanction

Students will be obliged to pay for any damage to lockers which they are responsible for. Lockers may also be removed from any student abusing his locker or going to it at unapproved times.

Section 9 – Internet use/misuse

Parent

As the parent or legal guardian of a pupil, I agree to my son accessing the Internet. I understand that Internet access is designed for educational purposes. I also understand that the school cannot be held responsible if pupils access inappropriate sites on the internet, but that every reasonable precaution has been taken by the school to provide for online safety.

School website and documentation

I understand that, if the school deems it appropriate, my son's schoolwork and activities may be chosen for inclusion on our school's Website, College Prospectus and Journal. No personal details will be given with these work activities. The Student continues to own the copyright on any work published.

Sanction

Any student found texting or placing abusive or personal comments about teachers/students/parents or any ancillary staff member online using social media platforms will be severely dealt with. Students are not allowed use an image of a staff member or another student in a negative way. Such matters may result in suspension or expulsion.

Misuse of the internet may result in disciplinary action, including written warnings, withdrawal of access privileges and in extreme cases, suspensions or expulsion. The College also reserves the right to report any illegal activities to the appropriate authorities such as the Gardai.

Section 10 – Mobile Phones

De La Salle College accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also ever-increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child quickly, at any time.

The College can accept no responsibility for mobile phones. Mobile phones are brought to College at student's own risk. The College accepts no responsibility for lost, stolen or damaged mobile phones. (Please see De La Salle College Mobile Phone Policy)

Section 11 – Alcohol, Tobacco, Vapes and Illegal Substances, e.g. drugs

The possession, use or distribution of alcohol, tobacco, vapes and illegal substances while in College or on College activities is not permitted and will result in serious sanctions.

- In accordance with public health law, smoking/vaping is forbidden either in school, on school grounds or in proximity of the school. It is forbidden for students to be in possession of matches, lighters, tobacco, cigarettes or vapes while in College.
Drinking alcohol is a serious breach in the Code of Behaviour.

- **Drugs**

1. In so far as is possible, the school authorities aim to provide a safe environment for all.

2. The school is aware that illegal drugs are a serious threat to young people today.
3. Through Pastoral Care programmes, through Religious Education, through various agencies and Advisory Bodies, and through the ethos of the school, students are made aware of the dangers from illegal drugs.
4. The school assumes the support of all parents/guardians in its continuing efforts to protect all students against the danger of illegal drugs.
5. Where any drugs related incident occurs on school premises or at any function directly connected with the school the procedure is:-
 - (a) Inform the Principal or Deputy Principals.
 - (b) Investigate the matter diligently.
 - (c) Inform parents of students involved.
 - (d) Suspend students, if justified. Principal can suspend student up to 3 days or 5 days with permission of Chair of Board of Management.
 - (e) Inform Staff
 - (f) Parents have a right to be heard by the Board of Management before any decision is taken by the Board.
 - (g) Parents have a right to appeal decision of the Board of Management.
 - (h) Where a student (or students) is (are) clearly identified with the possession, purchase, sale or use of an illegal drug, the Board of Management has the power to expel a student as constituting a risk to the students in the school.

Sanctions

- If caught smoking/vaping, a full detention will be imposed and parents will be contacted. A second offence may result in suspension.
- Suspension may occur if caught drinking or supplying alcohol.
- See above re drug misuse.

Section 12 - School Property

- Students are obliged to respect and care for all school property and grounds. They are obliged to play in the designated areas and to use litter bins provided.
- Littering will be dealt with as a serious offence subject to sanctions.
- Students are responsible for their own books, gear and personal property. Gear bags left in foyer will be disposed after 1 week as they are a health and safety issue re access.
- The school shall not be responsible for any injury, loss or damage suffered by the students while on or in motor vehicles either on or off school premises.
- Students are not allowed to park their cars in School Grounds.
- Any unlocked/locked bicycles are left completely at owner's risk.
- While the College has a closed circuit t.v. system (CCTV) for added security, it is important that students co-operate with the authorities in the care of their property and possessions.

Sanctions

Damage/graffiti to school property etc will require the payment in full by parents/guardians of the pupil(s) involved of –

- (a) the cost of all labour and materials to restore the property or the cost in full of new replacement of the property.
- (b) a fine in addition to costs at (a) may be imposed.
- (c) the student may be suspended from school pending the completion of all work and payment of fine.

Littering the school will result in 1 demerit.

Bags left in Foyer will result in 1 demerit

Section 13 – Fire Drill

In an emergency the alarm bell will sound, If you hear the alarm, follow the emergency code;

- Stop what you are doing and switch off any equipment you are using.
- Listen to the instructions of the classroom teacher.
- Leave the building by the specified exit that is displayed in the room you are in and make your way quickly and quietly to the assembly point that is also displayed in the room.
- Do not run.
- Do not waste time collecting your possessions.
- Line up quietly and wait for your teacher to take the roll.
- Wait patiently and quietly until you receive further instruction.
- No one should return to the building until the all clear is given.

A number of Fire Drills take place each year. (Minimum of one per term)

NOTE:

As every eventuality cannot be covered by specific mention in the Code of Behaviour, the school authorities will interpret and decide in specific situations.

Appendices 1 and 2 at the back of Code of Behaviour Policy

Appendices 1 and 2 refers to the effort put in by the Student Council in relation to their role in the devising of the new Code of Behaviour. Appendix 1 conveys the expectations/rules of the Code of Behaviour in to simple language for the student journal and appendix 2 is the Student Charter which was devised by the Student Council.

Responding to Inappropriate behaviour

Despite the best efforts of any school, inappropriate behaviours can happen. Even minor breaches of the Code of Behaviour can be disruptive, particularly if they are persistent. Serious misbehaviour can have damaging and long-lasting effects including disruption of the students own learning, the learning of others and the capacity of the teacher to teach all of the students. Disruptive behaviour can also contribute to the discomfort and even intimidation of other students. De La Salle College has a determined commitment to high quality teaching and learning and the disruption of class-based learning cannot be tolerated.

Where a student's behaviour disrupts the teaching and learning of other students, the school team try to achieve a balanced approach to the needs of that student relative to the needs of the class students and the learning environment of the class. This requires the application of professional skill and judgement in each individual case, while considering the student(s) involved, specific circumstances/context of the incident and the impact on and perception of other students. The ladder of referral will be adhered to and behavioural support structures will be put in place to counteract gross interruption of learning/teaching.

Appropriate behaviour for all students is very important in the current environment with Covid-19. There are expectations that all students must adhere to. (See Covid- 19 Protocols Appendix 4)

It is the responsibility of every member of the school community to maintain a classroom and school environment that is supportive of the learning of every student in the school and which ensures continuity of instruction for all. The whole school community of De La Salle College responds to inappropriate behaviour as follows:

- Preventative measures
- Discussion(s) with student
- Sanctions
- Communication with Parents/Guardians
- Ladder of Referral
- In-school and outside-agency Interventions

Ladder of referral : Role of the Key Personnel in the implementation of the College Code of Behaviour

1.The Subject Teacher

In order to elicit co-operation and effort from the students, praise and commendation both written and verbal are vital in an effort to raise each student's self-esteem and confidence.

Subject Teachers aim to build a positive and vibrant work ethic in the classroom. Their approach to classroom management will be firm, fair, inclusive and consistent.

Achievements and positive contributions of students can be recognised in a variety of ways:

- Words of praise and encouragement.
- Note to parents – placed in the student's journal.
- Extra responsibility given.
- A display of their work.
- Merits awarded on vsware
- Inform Year Head who will reinforce achievement in a number of ways (eg Assembly).
- Nomination for awards for Awards Night in May.

In the event of the non-cooperation by a student, the following procedures apply:

Reason with the student while making sure that they understand the consequences of their actions for everyone involved.

In the event of negative behaviour occurring in class, subject teachers have a range of sanctions available to them.

These include:

- Verbal reprimand
- Moving the pupil to a different location within the class
- Quiet word with student after class if it permits.
- Assigning extra work.
- Note sent to parents in Student Journal.
- Phone call home in consultation with Year Head.
- Submit demerit slip/ incident report to Year Head.
- Possible referral for counselling session in consultation with Year Head.
- Loss of privileges at the discretion of the event organiser eg sports, trips.
- Detaining the pupil at breaktime / lunchtime in consultation with Year head or Deputy Principal.
- Referral to Year Head.
- Request Parent /Guardian/ Teacher/Year Head meeting to resolve issue.
- This list is not exhaustive.
- In the event of a disciplinary incident occurring, which, in the view of the class teacher is of sufficient severity to require further sanctioning, the matter must be referred to the relevant Year Head.
- Referral to Deputy Principals in the case of **gross misbehaviour only**.

- Any sign of sustained improvement needs to be met with approval.
- Students should not be put outside classroom unsupervised for health and safety reasons.

2.. The Year Head

On receipt of a referral (positive or negative) on a pupil from a member of staff the Year Head may adopt a form of the following course of action:

- Meet the pupil in order to identify the source of the issue.
- Consult with staff and parents.
- Get agreement to work in partnership to bring about the desired change.
- Help work out strategies for change with Behaviour for Learning Co-Ordinator, eg Putting student on Daily Report or Retracking Programme.
- Refer to Guidance Counsellor or visit to home by School Chaplain.
- Referral to Student Support Team to draft a 'Behavioural Plan' in consultation with SENCO.
- Refer to NEPS.

Forms of affirmation may include:

- Words of praise and encouragement.
- Recognition of achievements at Assemblies.eg, (sports/academic achievements mentioned at Assembly)
- Rewards. Merits.
- Notes in Journal.
- Pointing out improvements no matter how small.
- Giving responsibility within their area of ability.
- Nomination for School Awards in May.

Forms of Sanction may include:

- Issue demerits.
- Place student on Daily Report Cards¹.
- Issue detention².
- Loss of privileges at the discretion of the event organiser eg sports, trips.
- Consultation/meeting with Class Teacher and student to resolve issue.
- Phone call to Parent/Guardian
- Parent /Year Head meeting which may include subject teacher.

NOTE re Daily Report cards and detention

¹ **DAILY REPORT CARDS:** Year Heads may issue a Daily Report card to pupils as a means of monitoring their performance in class. These run for one week and are then reviewed. Pupils must collect from Year Head at 8:50am and present the Daily Report card to each teacher at the beginning of each class. The teacher will make a comment on the pupil's participation at the end of the class, whether homework was completed and was the student on time for class, etc. The Report card must be signed by a parent/guardian and returned to the Year Head by 9:00 am on each day.

The issuing of a Report Card is seen as a sanction in itself with regard to the pupil's behaviour. In certain circumstances it may be necessary to proceed to another phase of the disciplinary structure.

² **DETENTION:** Year Heads, the Deputy Principals and the Principal may issue a detention. Detention occurs on Wednesdays as set out on calendar from 3:30 – 5:30p.m. Pupils are required to attend the next available detention. Students may be suspended if they fail to show up for detention without a Parent previously notifying College.

Records are maintained in relation to behavioural offences that occur. This information may be used in meetings with Parents /Guardians, or as evidence in the event of further sanctions being deemed necessary.

The decision to suspend a student will be taken only if a serious breach of discipline has occurred and/or all other disciplinary measures have failed and will normally be taken only after consultation with Deputy Principals or Principal.

3. The Deputy Principal

Forms of Sanction may include:

- Placing pupil on Report or Retracking Programme.
- Placing pupil on Detention.
- Referral for counselling and/or assessment. -NEPS
- Referral of serious cases to Principal.
- Request a Parent-Deputy Principal Meeting which may include Year Head and subject teacher.

4. The Board of Discipline

The Board of Discipline consists of a Deputy Principal.

After acquiring a **3rd detention** the student will be interviewed by the Board of Discipline in the company of his Parents/Guardians.

Forms of sanction may include:

- The Board may impose a period of suspension subject to the approval of the Principal. The Board, when considering a case, will give due weight to the opinion and report of the Year Head, as the member most aware of the student's needs and progress.
- Referral for counselling.
- Referral to Student Support Team to decide appropriate interventions to support student behaviour which may include drafting a 'Behavioural Plan'.
- In consultation with SENCO and Principal, referral to NEPS for Psychological Assessment.
- The Board of Discipline may again meet the student and Parents/Guardians after **4th detention**. A further period of suspension may be imposed subject to the approval of the Principal. The Board of Discipline may refer the case to the Principal who may ask the Board of Management

to consider a student's file for the continuation of suspension or expulsion from De La Salle College.

5.The Principal Suspension

The Principal has been delegated the authority to impose suspensions of up to five days by the Board of management. Longer periods of suspension will need to be implement by the Board. Suspensions are subject to the Parents'/Guardians' right of appeal to the Board of Management against the decision.

Monitoring, Review and Evaluation of this Policy and all related work and procedures will take place on an ongoing basis in order to keep the College up to date with current best practice in this area.

This Policy was ratified by the Board of Management 18/03/21

This Policy will be reviewed: November 2021

Signed: *Nora Widger*

**Chairperson BOM
Nora Widger**

DATE 18/03/21

Signed: *Michael J Walsh*

**Michael Walsh
Principal**

DATE 18/03/21

APPENDICES

APPENDIX 1

Code of Behaviour Review – Duties of a Student

(Submitted by Student Council and in Student Journal)

- **To be on time for all classes:**
De La Salle College is a place of learning and it is important to be punctual for the benefit of your own learning but also to limit the disruption of others from this process. Being on time showcases respect for everyone around you.
- **To have appropriate texts and equipment:**
To utilise and provide the best possible education outcomes and learning for all students and teachers, it is essential for every student to bring all of the items they will need for lessons throughout the day. This encourages key preparatory and organisational skills.
- **To make every effort to co-operate with the learning process in every class:**
This enables an appreciation and honour for the value of learning that takes place each day. We also want to hold the process of learning and development in high esteem so that we can progress onto the next stage in our lives.
- **To attempt to the best of his ability all homework, revision etc. given:**
Participating and completing all tasks given to the best of your ability proves that you are hardworking and are willing to make an effort in establishing clear goals and expectations for your achievements.
- **To avoid causing or participating in any disruption to the teacher during class:**
To allow teachers to carry out their role of educating each student, everyone must co-operate and make classrooms and place of growth together. Every effort should be made to ensure that the needs of each student are met.
- **To avoid any behaviour which may adversely affect the education of other students in class. (See General Rules)**
It is the responsibility of each individual student to ensure that their conduct at all times may affect others. Students should not partake in any behaviour which is deemed harmful to other students, teachers, faculty members and De La Salle College as a whole.

- To wear full official uniform:**
 In attending De La Salle College, every student is required to wear the outlined clothing. This consists of De La Salle Jumper with College Crest, Grey shirt, Tie with college Motif, Grey trousers, Dark socks, Black leather shoes (no boots or runners), No jewellery or piercings of any kind (except watches). The purpose of this is to allow unity throughout the school and promote a sense of fairness among all. Piercings are not allowed for health and safety reasons.
- To behave in a proper manner on school outings:**
 When travelling outside school grounds, all students should be aware of the fact that they have a duty to represent the school in a good way. Nobody should participate in any activity that would bring the school into disrepute for unnecessary reason. It is also good practice as a mark of respect for your family or yourself.
- To be careful and tidy with school property and the property of other students:**
 All students should be aware that any act of disrespect to the property of the school, teachers and other peers is impolite and a mark of ill-manners for you as a student. It is your duty to show care, respect and pride for the school property and items of your peers.
- To be respectful, co-operative and courteous to all within the school environment:**
 As a student of De La Salle College, it is expected that you can stay within the guidelines of good behaviour and standard of the school. It is common courtesy to show kindness to all, participate to the best of your ability and help in any way possible. Behaving in an appropriate fashion promotes good practices and allows students to gain the best experience from the school.
- To move without delay from class to class, in good order and on the appropriate stairs:**
 It is vital that all students adhere to this to allow for maximisation of time in class lessons and to prevent unnecessary accidents or injuries to any other persons present in the school building. Being on time represents good attendance in lessons and a sense of respect for those around you.

APPENDIX 2

The De La Salle College Student Charter Devised by Student Council

**De La Salle College
Student Charter**

*Mission Statement:
"De La Salle College, Waterford is a Catholic school. It is a learning community
where all students are valued and educated in preparation for a meaningful life".*

We have the <u>right</u> to...		We have the <u>responsibility</u>..
Education.	↔	Not to interfere with other peoples education.
Respect.	↔	To respect others.
Fair and equal treatment.	↔	To treat others fairly.
A school free from bullying.	↔	Not to bully others.
A clean and comfortable school.	↔	To keep our school clean and tidy.
Be spoken to and listened to at appropriate times.	↔	To speak and listen at appropriate times.
Be taught in a classroom where everyone is organised, on time and well prepared.	↔	To be organised, on time and well prepared.
Be helpful and be comfortable asking for help from others.	↔	To ask for help when we need it and to always help others.

"De La Salle College, Waterford promotes an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support".

APPENDIX 3

PRINCIPLES OF NATURAL JUSTICE

PROCEDURAL FAIRNESS

Procedural fairness is a basic right of all individuals dealing with authorities. All communities have a legitimate expectation that we as a College (De La Salle College) (Board, Principal and teaching staff) will follow these principles in all circumstances, particularly when dealing with suspensions and expulsions.

Procedural fairness is generally recognised as having two essential elements.

1. The right to be heard which includes:

- The right to know why the action is happening
- The right to know the way in which the issues will be determined
- The right to know the allegations in the matter and any other information which will be taken into account
- The right of the person against whom the allegations have been made to respond to the allegations, and
- The right to an appeal.

2. The right of a person to an impartial decision which includes:

- The right to impartiality in the investigation and decision making phases
- The right to an absence of bias in the decision maker

As part of ensuring the right to be heard the Principal should establish if Parents/Guardians require an interpreter and, if so, make arrangements for one to be available.

The Principal will ensure that students and Parents/Guardians have access to policies and procedures under which action is being taken.

While it is generally preferable for the functions of investigating and deciding to be carried out by different people, in the College setting this may not always be possible.

If the Principal is conducting both the investigative and decision making stages, the Principal must be reasonable and objective. Ultimately, the Principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, given the nature of the Principal's responsibilities, there may at times be no alternative to the Principal exercising both roles.

Nevertheless, it is preferable to have another appropriate officer, such as a

Deputy Principal or Year Head, carry out the investigation, if possible.

The availability of a line of appeal to a more senior officer adds to the fairness of the process and offers a check in case there is a perception of a conflict of interest. It is the Principal's responsibility to suspend a student from the College or to recommend to the Board the expulsion of a student from the College. This responsibility is not to be delegated to any officer other than one acting in the Principal's position.

To ensure the elements of procedural fairness are met, it is appropriate to provide student and their Parents /Guardians with details of all allegations relating to the incident. This usually will involve providing copies of any relevant statements. The Principal may decide that it is not appropriate to provide copies of statement, for example, because of a fear that witnesses may be intimidated, full details of the allegations outlined in the statements should be provided.

In matters where a long suspension or expulsion is contemplated, the gravity of the circumstances requires particular emphasis being given to procedural fairness. This includes the availability of a support person/observer at formal interviews, the key features of which should be taken down in writing.

Appendix 4

COVID 19 Protocols

During this unprecedented time, the Board of Management of De la Salle College Waterford will endeavour to do all in its power to provide a safe and secure working/learning environment for all members of our school community. To this end, it is of vital importance that all members of the school community adhere to the safety measures that have been put in place. The following behaviours will result in a student being removed from class and placed in the care of his parents/guardians until the school management meet with the parents/guardians and are satisfied that the student no longer poses a risk to the health and safety of himself and any member of the wider school community:

- Refusing to wear a face mask or appropriate PPE equipment as requested by the school's Board of Management.
- Interfering with the face mask/PPE equipment worn by another member of the school community.
- Deliberately coughing, sneezing or spitting in the direction of another member of the school community.
- Deliberately wearing the face mask/PPE equipment incorrectly.
- Misuse of sanitisers and any other sanitisation equipment on the school grounds.
- Not following the clear directions laid out by the school e.g. One Way Systems, sanitisation procedures and general hygiene practices on the school grounds.
- Refusal to carry out any/all reasonable requests made by staff members/management in order to prevent the spread of COVID 19 within our school community.

De La Salle College has high expectations for all of our students. We expect full cooperation during these extraordinary times. Any disruption of teaching and learning will be considered a serious breach of this protocol. Should a student repeatedly engage in behaviours which compromise the health and safety of our school community, the student and parents/guardians will be requested to meet with the Board of Management.